

Early Years – Improvement Planning Document

Establishment Name:

Rainbow Family Centre

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Signatures:

Head of Establishment	Ann Marie Boyd	Date	June 2019
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Quality Improvement Officer	Linda Wilkie	Date	June 2019
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Our Vision, Values and Aims

Rainbow Family Centre's vision

At Rainbow Family Centre we strive to work continually in partnership with our local community, using a multi-agency approach to ensure our aims, visions and values are clear and that we are Getting it Right for Every Child.

Our Values and Aims

In Rainbow Family Centre our values and aims are underpinned by current legislation such as The United Nations Convention on The Rights of The Child as well as The Children and young people (Scotland) Act 2014 and the principles of GIRFEC are embedded in our daily practice.

- We aim to provide an inclusive environment for all children, families and the wider community without discrimination or prejudice.
- We aim to provide a safe, friendly and caring environment, which is well maintained and resourced, where children and families can feel protected and supported.
- We aim to offer activities and programmes within the Centre and in the Wider Community which are suitable for all, and ensure opportunities for children to take part in leisure activities and pursue their individual interests and skills.
- We aim to access an environment suitable to support physical, communication and mental health for children and families allowing them to make safe and healthy choices and to offer the opportunity for individuals to reach their full potential.

- We aim to ensure children and families are receiving the guidance and support required to enhance confidence and self-esteem within the Centre, at home and in the wider community.

- We aim to provide a nurturing environment for children and families, where they can form, trust, emotional security and develop quality stable relationships.

- In an environment which is supportive and consistent, encouraging a strong sense of self-esteem, we aim to actively listen to all children, parents and carers views taking them into account when making decisions.

- We aim to provide an environment where children and families feel they can be responsible for their own learning with appropriate support from all staff.

3 Year Overview of Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2017-2018

Session 2018-2019

Session 2019-2020

Overview of rolling three year plan

	Session 2017/18	Session 2018/19	Session 2019/20
Improvements in attainment, particularly in literacy and numeracy	<p>Continue to use SEAL as a tool to bridge the attainment gap in numeracy.</p> <p>Develop a phonological programme for all staff to use and support bridging the attainment gap in literacy.</p>	<p>Continue to develop numeracy and literacy across all playrooms.</p> <p>Implement a programme to develop children's creativity and imagination through story telling.</p> <p>Continue collecting and measuring data that will inform our practice.</p> <p>Cluster priority.</p>	<p>Continue to use data to inform progression of all learning experiences especially in literacy and numeracy. Ensuring progress is measurable and celebrated through using the literacy and numeracy progression pathways. This will be underpinned by the moderation process within locality and cluster.</p>
Closing the attainment gap between the most and least disadvantaged children	<p>Create an equal culture of high expectations for all children and families where everyone will feel respected and valued.</p> <p>Develop a shared understanding of Curriculum for Excellence with parents within the cluster area.</p>	<p>Continue to embed strategies and learning experiences for all children and families within the centre using the PATHS programme to further develop children's health and wellbeing across the curriculum.</p> <p>Continue to support and provide parents with information and access to relevant agencies.</p>	<p>Continue to promote an ethos of diversity and inclusion, encouraging parents to become empowered and actively involved in their children's learning and in the life of the centre. Continue to embed strategies and learning experiences for all children and families within the centre and at home using the PATHS programme to further develop</p>

		<p>Provide further joint training on aspects of child development.</p>	<p>children's health and wellbeing across the curriculum.</p>
Improvement in children and young people's health and wellbeing	<p>Continue to develop the PATHS programme and develop outdoor learning further.</p>	<p>Continue to reflect and evaluate learning and teaching in the outdoor environment and continue to monitor the positive effects this can have on children and families wellbeing.</p> <p>Continue to support staff in managing change effectively in order to support children's freedom of choice.</p> <p>Encourage leadership at all levels by disseminating training to staff and parents regarding outdoor learning.</p>	<p>Further develop our reflective practice regarding a more child-centred approach to learning and teaching both indoors and outdoors.</p> <p>Continue to manage change effectively, and embrace the evolving rational and design of our curriculum.</p> <p>Almost all children will persevere in their learning with personalisation and choice developing a can do attitude.</p>
Improvement in employability skills and sustained positive school leaver destinations for all young people (Please refer to QI 3.3 Creativity, skills for life and learning and digital skills)	<p>Continue to create an environment of trust and respect where parents contribute confidently to decisions regarding the work and life of the centre.</p>	<p>We will continue to encourage participation and membership of our eco committee.</p> <p>We will actively support and encourage participation of parents in the life of the centre.</p> <p>Continue to develop leadership at all levels</p>	<p>Various action plans will be developed and implemented in regards to eco-schools and intergenerational work, to build on the successful relationships within the community. A culture of sustainability will be embedded with all stakeholders.</p>

Action Plan –Session 2019-2020

Priority 1 Improvements in attainment, particularly in literacy and numeracy

NIF Driver Assessment of children's progress Teacher professionalism School Improvement	HGIOELC? 2.3 Learning, teaching and assessment 1.2 Leadership of learning 3.2 Securing Children's progress 3.3 Developing creativity and skills for life	RRS Article 28: (Right to education): Article 29 (Goals of education):
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Expected outcomes for learners which are measurable or observable

- Targeted children will be identified and a starting point in learning measured.
- Regular checkpoints and time scales identified to measure progress and achievement, interventions implemented were appropriate.
- Effective implementation of the moderation cycle, in order to develop a shared understanding of expectations of learning.
- Systems in place to share information collaboratively with all stakeholders and colleagues.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 Further develop our current starting point in learning we developed using the SEAL	August 2019 - October 2019	Management team Early years teacher	Seal Pack

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<p>programme and creative thinking programme.</p> <ul style="list-style-type: none"> ▪ Use enrolment procedure to begin gathering information. ▪ Discussion with parent's expectations of their child's learning journey. ▪ Observe children's play and development. ▪ Identify appropriate curriculum pathways for individual children. 	October 19	<p>Early years graduate All staff Coaching and modelling officer.</p>	<p>Creative thinking resources and relevant books. Children's personal plan and enrolment procedures. Develop a robust observation procedure (Leuven's scale of involvement). Wellbeing assessments. 28 day settling in assessment. Planning for your child's learning journey.</p>
<p>1.2 Progression pathways in numeracy and literacy will be used to monitor and track children's attainment and achievement.</p> <ul style="list-style-type: none"> ▪ All staff will begin to develop an in depth understanding of the progression pathways. ▪ Match existing expectations in learning to the progression pathways. 	<p>October 19 – May 20 6 weekly checkpoints. Ongoing</p> <p>August 2019</p>	<p>Management team Early years teacher All staff Early years graduate.</p>	<p>Early year's teacher to present the progression pathways on in- service day. In-service training Pie Corbett resources and experiences.</p>

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
			National book trust. SEAL planner.
<p>1.3 Engage in regular moderation processes.</p> <ul style="list-style-type: none"> ⊕ Develop staff awareness of the moderation cycle and process. ⊕ Involvement of all staff within the inter-authority moderation events. ⊕ Moderation events and activities will inform attainment and achievement. 	August 2019 – June 20 August 2019 – June 20 August 2019 – June 20	Management team All staff Early year teacher Early years graduate QUAMSO's Cluster Colleagues Primary 1 Colleagues	Professional dialogue Presentation on moderation process and procedure. Assessment information (listening and talking) inter-authority paperwork. Children's individual tracker sheets and learning journeys.

Evidence of Impact
<ul style="list-style-type: none"> • Starting points will reflect on the appropriate curriculum pathways for individual children. • All children will have made very good progress within their attainment of literacy and numeracy. • Observing, tracking and monitoring information through the planning process will be consistent • Quality moderation between nursery staff and school staff ensuring clear progression in learning for children • The analysis of the data will show very good practice and areas for development and challenge

Priority 2 Closing the attainment gap between the most and least disadvantaged children

NIF Driver Parental engagement Assessment of children's progress School leadership	HGIOELC? 2.7 Partnerships 2.5 Family learning 3.1 Ensuring wellbeing, equality and inclusion 1.1 Self-evaluation for self-improvement	RRS Article 5 (Parental guidance): Article 2 (Non-discrimination):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> The majority of parents will effectively collaborate and be involved in developing and taking priorities forward from the improvement plan. The majority of Parents will engage positively and value the consistent contributions that they make to their child's learning, development and progress. We will continue to make excellent progress with assessing children and family's wellbeing. The PATHS programme will be fully embedded across the nursery and also at home to ensure a consistent approach.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 In collaboration with parent's improvement plan priorities will be identified.  Feedback to parents regarding new improvement plan 2019-20.	June 2019 August 2019	Management team (Rainbow Family Centre) Parents/carers	How Good is our Early Learning and childcare? Improvement plan 2018-19

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
			New improvement plan for session 2019-20.
<p>1.2 Parents will be effectively involved in their child's learning and also the wider achievements of the nursery.</p> <ul style="list-style-type: none"> ⊕ Enrolment and induction information sessions. ⊕ Parent's workshops will be developed. 	<p>August 2019 – June 2020 Aug 2019 – June 2020 Aug 2109- May 2020</p>	<p>Management team All staff Majority of parents Family support worker Early Years Graduate Early Years teacher</p>	<p>Key worker group meetings arranged for 6 weekly periods. Open information days Parents workshops Attendance data Resources and tools appropriate to workshops.</p>
<p>1.3 Introduce the concept and values of the PATHS programme.</p> <ul style="list-style-type: none"> ⊕ Staff to take on a leadership role in the implementation of the PATHS programme. ⊕ Staff to re-engage with the concept of PATHS and take this forward. 	<p>August 2018 – June 2019 Aug 2019</p>	<p>Management team All staff Parents Family support worker</p>	<p>PATHS programme and resources. PATHS Home link learning sheet.</p>

Evidence of Impact

- **Majority of parents will effectively have contributed to improvement plan priorities and a comprehensive self-evaluation process.**

- Parents will be engaged and be actively involved in participating in their child's learning.
- The Majority of parents will have a shared understanding of the language and the philosophy of PATHS this will be embedded at home and within the nursery

Priority 3 Improvement in children and young people's health and wellbeing

NIF Driver School leadership Assessment of children's progress School Improvement	HGIOELC? 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.3 Developing creativity and skills for life 3.1 Ensuring wellbeing, equality and inclusion	RRS Article 3 (Best interests of the child): Article 12 (Respect for the views of the child):
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Expected outcomes for learners which are measurable or observable

- Almost all children will have the opportunity to engage in high quality outdoor learning.
- Staff will feel confident and consistently allow a more child led approach to outdoor learning.
- Children will demonstrate higher levels of involvement, perseverance and interests when engaging in play.
- Our curriculum design and rational will have evolved as a result of observations and engagement with children and families, taking into consideration the participation in the early phasing.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 Most staff will engage in leadership roles. <ul style="list-style-type: none"> ⊕ Continue to upskill all staff to become leaders within the nature nurture programme. 	October 2019	Management team All staff	Nature nurture resources. Disseminate the training amongst staff. Grounds for learning.
1.2 Establish a rational for a daily routine ensuring a more child led approach is adopted for outdoor learning. <ul style="list-style-type: none"> ⊕ Establish a free flow routine taking into consideration the early phasing places. 	August 2019 –May 2020 Monthly checkpoints	Management team All staff Early years graduate Early years teacher	My World outdoors. Loose parts tool kit. Play strategy for Scotland. Source experimental outdoor resources to encourage risky play.

Evidence of Impact
<ul style="list-style-type: none"> • A robust rational will be in place and almost all children will be accessing free flow learning. • Almost all staff will be taking a lead role in outdoor learning/nurturing nature • Practitioners will be answering children's questions, rather than asking them in order to identify teachable moments, which will enhance staff and child interactions.

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Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people

(Please refer to QI 3.3 Creativity, skills for life and learning and digital skills)

NIF Driver Parental engagement School Improvement School leadership	HGIOELC? 2.7 Partnerships 1.3 Leadership of change 3.3 Developing creativity and skills for life 3.1 Ensuring wellbeing, equality and inclusion	RRS Article 31 (Leisure, play and culture): Article 42 (Knowledge of rights):
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Expected outcomes for learners which are measurable or observable

- A successful and active eco committee will be established with membership consisting of staff, parents and children.
- Parents, staff and children will take on a leadership role in developing, delivering and overseeing priorities and targets from the eco action plan.
- Intergenerational practice will enhance positive relationships with residents from the local care home and wider community.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 Recruit and train a new cohort of parents.  Planned diary dates to meet with parents.	August 2019 – October 2020	Management team. Caretaker. Family support worker. Identified staff and parents.	Action plans. Training for parents.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.2 Develop priorities for the next action plan. <ul style="list-style-type: none"> ✚ Develop timescales and implementation process. 	October 2019– May 2020 Checkpoints termly	Management team. Caretaker. Family support worker. Identified staff and parents.	Eco committee meetings. Donations from rag bag to buy resources. Sandra Downie (Inverclyde community Trust).
1.3 Develop a yearly plan for our intergenerational project. <ul style="list-style-type: none"> ✚ Staff member will meet with the entertainer co-ordinator to discuss various activities. 	Aug 2019	Staff member. Management team.	Appropriate resources and materials.

Evidence of Impact
<ul style="list-style-type: none"> • Active and engaged eco committee with priorities and targets being achieved and celebrated. • Parents will lead initiatives and priorities from the action plan. • The intergenerational work will promote beneficial activities, creating greater understanding and respect between generations.